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AUTHOR Hylton, V. Wendell
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ABSTRACT

Charts and worksheets are provided in this guide intended to help schools and communities solve problems involved with school integration. Sections include school-community organizational structures involved in resolving conflict, suggested organizations that can provide assistance to educational programs, and available resources. Other topics covered are school and community concerns, the formation of multiethnic/multicultural advisory committees, organizing procedures, and problem-solving techniques. The final section is a school-community relations seminar that can be utilized by school systems to involve school and community constituents in solving problems. (MLF)

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A Guide to Positive Interaction Between
The School and Community

Office of School Integration Services
State Department of Education
Richmond, Virginia 23216

EA 010 312

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FOREWORD

The Technical Assistance Program/Office of School Integration Services of the State Department of Education in its continuing effort to assist public school officials with the special problems related to the desegregation/integration of Virginia schools conducts workshops, preservice and inservice training, conferences, seminars and technical assistance dealing with such topics as human relations, affirmative action revision, student consultation, curriculum and instruction revision, modification of administrative structures and procedures, alternative education program, intergroup relations, multiethnic/multicultural curriculum and educational programs and sex desegregation/integration programs.

The planning guide reflects the views of the participants who provided frank and honest recommendations for the resolutions of the problems discussed. These identified problems and recommendations for dealing with them will aid the state department in its efforts to provide leadership and assistance to public school officials in achieving and maintaining quality integrated education for all.

Dr. V. Wendell Hylton, Special Assistant
School Integration Services
State Department of Education
Richmond, Virginia 23216

or call

(804) 786-3750 or 786-4614

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INTRODUCTION

Communication should immediately be established with all local agencies of government--county, city, village, hamlet, township--tribes as well as state and federal agencies and other community organizations, especially in adjoining districts. Through this communication, services, planning, organizations, statistics and information can be obtained to assist in determining socioethnic, economic bases of the school division area as well as other planning guidelines.

At the same time, communication should be established with all industry, business, professional services, and social organizations within the entire school division area. This communication will determine the needs, capabilities and desires of the citizens. Community Services Advisory Councils can strengthen communications between various segments of the community and the school division can provide recommendations for the implementation of the school division programs and can serve as resource unit for other recommendations. Members of the council will form the nucleus of citizens committees assisting in special problem areas. Through the continuing efforts of the council the school division will be more aware of the needs and interests of the community and better able to serve as an agent to bring together the total resources of the community and the agencies within its' boundaries.

Dr. V. Wendell Hylton
Special Assistant

Background of the Planning Guide
Communication is the Key

Meaningful relations between the schools and the community will come about only through effective communication between parents, students, community constituents and educators.

The Problem

School Community Relations - A guide to interaction between the school and community.

Statement of the Problem

This planning guide was designed to determine the following:

1. What problems and definitions of terms were encountered in planning this School Community Relations guide?
2. What school-community organizational structures were reflected in the society which serves the schools?
3. What were some suggested organizations that can provide assistance to the educational programs in each school?
4. What resources are available to implement quality education?
5. How can School Community Relations concerns be determined?
6. What are some advisory committees and their functions in providing quality education?
7. What are some of the planning areas, guidelines and procedures for organizing areas to serve their schools?
8. What are some of the problem solving techniques with total community involvement?
9. How can an effective school community relations seminar model be utilized to aid in the resolutions of school community problems?

Assumption

Any conclusion drawn from this planning guide is to provide a structure to improve the quality of education and bring the school and community together.

Justification of Planning Guide

The finding of this planning guide will be of practical value to educators in assessing and planning program to improve school-community relations.

Importance of Planning Guide

This planning guide is intended to provide a plan in helping the community meet its needs in solving problems in the cognitive and affective domains. Careful planning between school and community constituents will aid in the achievement of all students and maintain continuity throughout the total community.

Limitations of the Planning Guide

The school-community relations planning guide will be limited to the extent which it is utilized to determine needs of the school community.

Definition of Terms

School: an organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers, frequently with the addition of other employees and officers, such as a principal, various supervisors of instruction, and a staff on maintenance workers; usually housed in a single building or group of buildings.[1]

Community: any group of people, not necessarily in spatial proximity, who share basic interests.[2]

Relations: a property of propositions that permits the inference of the truth or falsity of one of them from the truth or falsity of the other or others.[3]

Interaction: in recent philosophy of education, the view that the growth of personality and character, that is education, is a product of continuously related forces of nature and nurture; that deliberate education is the effort to stimulate and direct this process (Dewey).[4]

Organization of the Remainder of Planning Guide

The remainder of this school-community relations planning guide is organized into eight sections. Section 2 includes school-community organizational structures involved in resolving conflict. Section 3, consist of suggested organizations that can provide assistance to educational programs in each school. Section 4 consists of available resources. Section 5 consists of school community concerns. Section 6 consists of the formation of advisory committees. Section 7 consists of planning areas, guidelines, and organizing procedures. Section 8 consists of problem-solving techniques, and section 9 consists of a school-community relations seminar that can be utilized by school systems, community organizations to involve school and community constituents in solving problems. Section 10 consists of Selected Bibliography.

[1]Good, V. Carter (ed.). Dictionary of Education. (2nd Edition; New York: McGraw-Hill Book Company, 1965) p. 481.

[2]Ibid. p. 118.

[3]Ibid. p. 457.

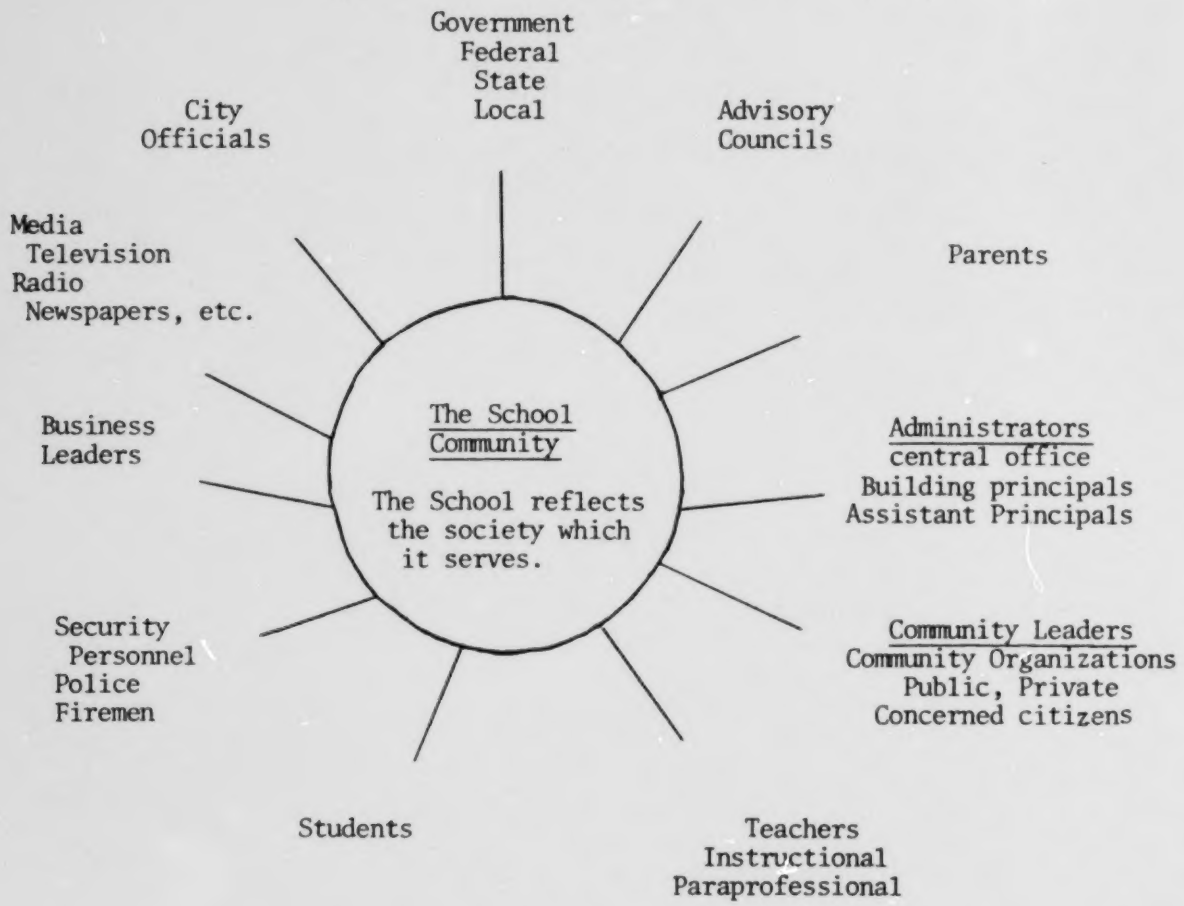
[4]Ibid. p. 294.

SCHOOL/COMMUNITY ORGANIZATIONAL STRUCTURE

Focus on School Community Relations Participation and Implementation of School Community Relations Activities Cooperatively

Positive Interaction Through Involvement

Interaction between the schools and the community can be positive if community personnel are involved in school activities, functions and policy making. This involvement is essential if educators are to identify and understand the real concerns and ideas of the community.



List the names of organizations, locations, telephone numbers, accountable persons, objectives, resources available, meeting dates, number of members available assistance, etc.

LIST OF COMMUNITY GROUPS FOR CONSIDERATION

IN TECHNICAL ASSISTANCE PROGRAM PLANNING

SESSIONS WITH SCHOOL DIVISIONS

	YES	NO
ESTABLISH COMMUNICATION WITH OR ASSIST WITH ORGANIZATION OF		
Majority community organizations (List)	____	____
Minority community organizations (List)	____	____
Multiethnic community organization (List)	____	____
School Boards (Local, State)	____	____
Superintendents (Local, State)	____	____
Superintendent Staff (Local)	____	____
State Department of Education, Integration Specialists	____	____
All principals (Elementary, Secondary, others)	____	____
University based Title IV Centers	____	____
Special Consultants (Education)	____	____
Parents	____	____
Parents-Teachers Associations	____	____
Parent Advisory Curriculum Council	____	____
Civic Organizations	____	____
News Media	____	____
Status Community Leaders	____	____
Informal Power Structure	____	____
Formal Power Structure	____	____
Ministerial Associations	____	____
Police Department	____	____
Welfare Department	____	____
Health Department	____	____

	YES	NO
Juvenile Courts	____	____
Real Estate Agencies	____	____
Individual Churches	____	____
Scout Leaders	____	____
Office of Economic Opportunities	____	____
University and Consultants	____	____
Woman's Club	____	____
Lion Club	____	____
YMCA	____	____
YWCA	____	____
Local Education Association	____	____
State Education Association	____	____
National Education Association	____	____
American Federation of Teachers	____	____
Fire Department	____	____
NAACP	____	____
Chamber of Commerce	____	____
Military Installations	____	____
A Multiethnic Committee of Parents	____	____
Students Affairs Advisory Committee	____	____
Legal Advisory Committee	____	____
Legislative Advisory Committee	____	____
County Board of Supervisors	____	____
City Councils	____	____

RESOURCE PLANNING CHART

Organizations	Addresses	Accountable Persons	Telephone Number	Resource Available to school	Objectives to Educational Quality

SCHOOL-COMMUNITY CONCERNS

A. What organizations in your community are concerned with education?

1.
2.
3.
4.
5.
6.
7.
8.

B. Which ones are represented in the teachers association and on the school board?

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8.

C. Does the local school board address itself to School-Community Relations concerns?

1.
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D. Does it include Asian, Blacks, Native American, Spanish-Speaking, Puerto-Ricans, etc., all other ethnic and cultural groups represented in the school community? How?

1.
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8.

E. What is the relationship between the school administration, students, community, and police?

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F. What is the role of police in your schools?

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G. Does the administration and city officials call upon the community leaders in case of a disturbance in school and community recreational areas? If so, what community leaders and organizations are represented?

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8.

H. How are school community coordinators utilized in the community activities such as recreation and racial disturbance?

1.
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8.

I. How does the administration seek community help in dealing with alcohol and drug problems?

1.
2.
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4.
5.
6.
7.
8.

J. Does the administration help in dealing with ethnic disturbances?

1.
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K. How is the educator's accountability to students and community measured?

1.
2.
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7.
8.

Suggested format for recommendations

1. We recommend that the _____ office set up a hot line to the following community leaders: _____, _____, _____, _____, _____, _____,

   These leaders are to be contacted in all cases involving ethnic disturbances, student demonstrations, drug abuse, etc.

2. We recommend that the _____ education association and _____, _____, _____, _____, _____, community organizations jointly establish measures with community constituents to resolve community disturbances.

3. We recommend that each school organize multiethnic/multicultural advisory committees to include _____, _____, _____, _____, _____, _____, to involve as segments of the school community.[5]

[5]National Educational Association. "Human and Civil Rights Conference". Washington, D. C. April 1974.

There is evidence from many campaigns to support this statement. Not the least in the pre-planning is face-to-face meeting and a one-to-one discussion with lay leaders of the community. Twelve (12) guidelines follows:

1. Be sensitive and alert to any and all problems that might gestate into a campaign, friendly or otherwise.

2. Make sure that any original idea for the committee that comes from outside the school scene is made known to those in charge. Otherwise, it tends to be an unfriendly committee and trouble will follow.

3. Act carefully in order to prevent the cry of "hand picked" committee or accusations that the schools are dominating the scene.

4. Be certain that there exists a balanced need behind the committee. Balanced needs means that the committee should not represent a splinter group or a self-esteeming group whose demands would not rebound to the benefit of all children in the school community.

5. Make sure the committee represents a cross section of the community without regard to social aspirations or where the railroad track run through the community.

6. See that there is a beginning and a termination date set before the committee starts its operation. In many instances, a continuing lay committee assures prerogatives that legally belong to the board of education and the administration.

7. Keep in mind that neither the board of education nor the administration can abdicate their prime responsibility to a citizens committee. This prime responsibility, of course, is to organize, operate, and maintain an adequate school system for the school-age children within the district.

8. See to it that each member of the committee has his "time at bat". Each member should be treated as a co-equal on the committee, and his voice could be heard. Moreover, when the committee completes its work, each person should contribute to the summary.

9. Provide evidence that the school staff and the board of education will cooperate throughout the workings of the committee by supplying data, information, and answers to questions.

10. See that the findings and the conclusions of the committee are published.

11. When dismissing the committee, give every assurance that the recommendations and suggestions will be weighed carefully in the light of how they affect the total school system. Also give assurance that as many as possible of the recommendations will be instituted either immediately or at such time in the program as it is feasible to start them.

12. Be sure to thank members of a committee personally with an individual letter to each committeeman. [6]

[6] School Executive Guide, Englewood Cliffs, New Jersey, March 1967, p. 1067.

MULTIETHNIC/MULTICULTURAL COMMUNITY EDUCATION ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: The Community Education Advisory Council will assist the school district in setting the educational needs of the community. The Education Council will provide a well-planned, diversified programs, curriculum and instructional reorganization techniques to involve business and professional fields experts to learn the latest advances and trends in education.							
STRATEGIES: Small group discussion and group work, lecturette, and seminar							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL COMMUNITY EDUCATION ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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5.							
6.							
7.							
8.							

MULTIETHNIC/MULTICULTURAL DISCIPLINARY ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: To develop a structure and plan preventive and corrective programs where students, parents, instructional and administrative personnel and selected community constituents will analyze problem solving skills in student behavior problems.							
STRATEGIES: Small group discussion of films and lecturette							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL DISCIPLINARY ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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MULTIETHNIC/MULTICULTURAL HUMAN RELATIONS ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent %	Difference between	Follow-up (FU)
	Planned	Actual	Planned	Actual	Completion	Planned/Actual Accomplishments	Ongoing (OG) Dates
PURPOSE: To assist school personnel in planning community based programs bringing to bear those community resources which will enable the students to gain a better understanding of ethnic groups in the community. To provide experiences and to help students develop and utilize those participating as a productive citizen.							
STRATEGIES: Small group discussions, seminars, lecturette, and group work.							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL HUMAN RELATIONS ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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8.							

MULTIETHNIC/MULTICULTURAL SECURITY ADVISORY COMMITTEE
(Safety, Transportation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: To involve parents, students, educators and community leaders from various socio-economic cultural and ethnic groups in identifying, clarifying and developing programs in solving school-community relations problems in all aspects of School-Community Security.							
STRATEGIES: Small group discussion seminar, recitation, lecturette and group work.							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL SECURITY ADVISORY COMMITTEE
(Safety, Transportation)
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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MULTIETHNIC/MULTICULTURAL CURRICULUM ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: To provide opportunities for community constituents of different lifestyles with implementing, and evaluating multiethnic, multicultural and alternative curriculum and education programs to meet the needs of students.							
STRATEGIES: Small group discussion and lecturette							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL CURRICULUM ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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MULTIETHNIC/MULTICULTURAL STUDENT AFFAIRS ADVISORY COMMITTEE
(Athletics, etc.)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: To develop programs in the identification and clarification of student needs. To develop a system for parents, students, school personnel to participate in school-community seminars to peer leadership programs, students rights and responsibilities, curriculm and instructional suggestions and co-curricular activities.							
STRATEGIES: Small group discussion, seminars, lecturette, group work, and demonstrations.							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL STUDENT AFFAIRS ADVISORY COMMITTEE (Athletics, etc.)
(continutation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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MULTIETHNIC/MULTICULTURAL PHYSICAL FACILITIES ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent %	Difference between	Follow-up (FU)
	Planned	Actual	Planned	Actual	Completion	Planned/Actual Accomplishments	Ongoing (OG) Dates
PURPOSE: Assist and suggest to school personnel with reorganizational concerns to facilitate quality education. To assist and make recommendation about how physical facilities can be arranged to facilitate quality education activities and programs.							
STRATEGIES: Small group discussion group work, seminars, conferences and lecturette							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL PHYSICAL FACILITIES ADVISORY COMMITTEE

(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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8.							

MULTIETHNIC/MULTICULTURAL REMEDIAL EDUCATION ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent %	Difference between	Follow-up (FU)
	Planned	Actual	Planned	Actual	Completion	Planned/Actual Accomplishments	Ongoing (OG) Dates
PURPOSE: To assist students with the mastery of basic skills within grades within school within other schools in the system. To help students in the capacity of tutors and develop programs to improve the achievement level of students. To involve appropriate community constituents in establishing and assisting school personnel in developing remedial programs.							
STRATEGIES: Small group discussion, recitation, seminars and group work.							
OBJECTIVIES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL REMEDIAL EDUCATION ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
4.							
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7.							
8.							

MULTIETHNIC/MULTICULTURAL SCHOOL/COMMUNITY RELATIONS ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: To develop meaningful relations between the schools and community through developing effective communication between parents, students, community personnel and educators. The committee should include persons that are representatives of the total ethnic and cultural make-up of all segments of society.							
STRATEGIES: Small group discussion, recitation, group work, lecturette, and							
OBJECTIVES. 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL SCHOOL/COMMUNITY RELATIONS ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
4.							
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MULTIETHNIC/MULTICULTURAL SPECIAL SERVICES ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent %	Difference between	Follow-up (FU)
	Planned	Actual	Planned	Actual	Completion	Planned/Actual Accomplishments	Ongoing (OG) Dates
PURPOSE: The Special Services shall serve as liaison between the school district, colleges, other educational agencies and the larger community. It shall encourage the community to utilize the services of the educational institutions. Each of the above Advisory Councils will serve as a resource unit as a component of the contingency plan to special community service committee organizations and central office in the event of tension or crisis situation.							
STRATEGIES: Small group discussion and lecturette							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL SPECIAL SERVICES ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
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MULTIETHNIC/MULTICULTURAL COMMUNITY DEVELOPMENT ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: The Community Development Advisory Committee Coordinates an attach on unsolved problems by designing unique programs, securing outside sources of funding and assist the school district in supervising the subsequent implementation of such programs.							
STRATEGIES: Small group discussion and lecturette							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL COMMUNITY DEVELOPMENT ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
4.							
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8.							

MULTIETHNIC/MULTICULTURAL STUDENT ENRICHMENT AND ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: The Cultural Student Enrichment is a multifaceted operation, including public event programs. This council will provide opportunities for participation in the arts, humanities, cultural tours to art exhibits, international exhibitions and theaters.							
STRATEGIES: Small group discussion, group work, lecturette, and seminars.							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL STUDENT ENRICHMENT AND ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
4.							
5.							
6.							
7.							
8.							

MULTIETHNIC/MULTICULTURAL HUMAN RESOURCE EDUCATIONAL ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent %	Difference between	Follow-up (FU)
	Planned	Actual	Planned	Actual	Completion	Planned/Actual Accomplishments	Ongoing (OG) Dates
PURPOSE: The Human Resource Education Advisory Committee's main function is to serve the educational need of industry and business in liasion capacity with school districts.							
STRATEGIES: Small group discussions, lecturette, conference, seminars and group work.							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHIC/MULTICULTURAL HUMAN RESOURCE EDUCATIONAL ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
4.							
5.							
6.							
7.							
8.							

MULTIETHNIC/MULTICULTURAL NEW STUDENTS ADVISORY COMMITTEE

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
PURPOSE: To assist new/transfer/exchange students in adjusting to the total school environment. To serve a big brother or sister to answer relevant questions about the total school program.							
STRATEGIES: Small group discussion, lecturette, seminars and group work.							
OBJECTIVES: 1.							
2.							
3.							

MULTIETHNIC/MULTICULTURAL NEW STUDENTS ADVISORY COMMITTEE
(continuation)

	Starting Date		Completion Date		Percent % Completion	Difference between Planned/Actual Accomplishments	Follow-up (FU) Ongoing (OG) Dates
	Planned	Actual	Planned	Actual			
4.							
5.							
6.							
7.							
8.							

PLANNING AREAS

A. Guidelines and Procedures for organizing schools to serve students.[7]

1.

2.

3.

4.

5.

6.

7.

8.

B. Guidelines and procedures for organizing community to serve their schools.[8]

1.

2.

3.

4.

5.

6.

7.

8.

[7]Op. cit. National Education Association

[8]Ibid, National Education Association

C. Guidelines and procedures for organizing Higher Education to serve the public schools and school community.[9]

1. Schools

2. Community

D. Guidelines and procedures for organizing community organization to serve their schools.[10]

1.

2.

3.

4.

5.

6.

7.

8.

[9]Ibid, National Education Association

[10]Ibid, National Education Association

E. Guidelines and procedures for organizing media to serve their schools and community.[11]

Example

1. To focus on positive school programs and activities and to keep the community informed about the schools total positive systematic procedural operations.

2.

3.

4.

5.

6.

7.

8.

Strategies [12]

1.

2.

3.

4.

5.

6.

7.

8.

[11]Ibid, National Education Association

[12]Ibid, National Education Association

F. Guidelines and procedures for organizing parents to serve their schools.[13]

1.

2.

3.

4.

5.

6.

7.

8.

G. Guidelines and procedures to police/community relations to serve their schools.[14]

1.

2.

3.

4.

5.

6.

7.

8.

[13]Ibid, National Education Association

[14]Ibid, National Education Association

H. Guidelines and procedures for organizing students to serve their schools.[15]

1.

2.

3.

4.

5.

6.

7.

8.

[15] Ibid, National Education Association

SCHOOL/COMMUNITY PLANNING AND EVALUATION AREAS

A. Identification and clarification of community needs.
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

B. To develop a system and establish priorities in schools and communities.
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

C. Design and implementation of programs in School Community Relations.
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

D. Develop systems to aid in continuous evaluation of technical assistance.
1.

2.

3.

4.

5.

6.

7.

8.

E. Develop an instrument to evaluate plans for recycling and improving programs.
1.

2.

3.

4.

5.

6.

7.

8.

F. Develop approaches and guidelines for change in staff development and curriculum design in School Community Relations.
1.

2.

3.

4.

5.

6.

7.

8.

G. Build an internal support system for assessment, development, and evaluation of ongoing activities in School Community Relations.
1.

2.

3.

4.

5.

6.

7.

8.

H. Help local districts in planning to meet immediate and long range goals related to accountability and behavioral/performance goals in School Community Relations.
1.

2.

3.

4.

5.

6.

7.

8.

I. Develop and conduct seminars, workshops, to assist in stimulating emerging local leadership in School Community Relations.
1.

2.

3.

4.

5.

6.

7.

8.

J. Develop model for contingency management in the school related alternative to disruptive classroom behavior, suspension, expulsion, and pushouts in School Community Relations.

1.

2.

3.

4.

5.

6.

7.

8.

Planning Guide for Advisory Councils

Community organizations, school division and official committees

Name:

Subject: (Area)

Purpose:

A. General objectives:

Underline appropriate (Concerns, questions, needed knowledge and problem areas).

1.

2.

3.

4.

5.

6.

7.

8.

B. Planning Active Participation:

Underline appropriate (Recommendations, knowledge, comprehension, and analysis).

1.

2.

3.

4.

5.

6.

7.

8.

C. Action - Approach:

Underline appropriate (Performance/behavioral objectives, activities/ synthesis).

1.

2.

3.

4.

5.

6.

7.

8.

D. Coordination:

Underline appropriate (Evaluation, follow-up - Fact finding development and utilization).

1.

2.

3.

4.

5.

6.

7.

8.

A PROBLEM-SOLVING MODEL

The problem-solving model used in this program can be adapted, with appropriate modifications, for use in the classroom. It may be used either formally with a whole class or informally for personal problem-solving involving one or two students. A summary of the model is presented below.

STEP ONE: DEFINING THE PROBLEM

1. The definition should define the problem situation in such a way that one party is not simply blamed or one specific solution suggested.

2. All parties working on the problem should agree on the definition.

STEP TWO: CONSIDERING THE CAUSES

Distinguish between those which can be influenced and those which can't.

STEP THREE: GENERATING ALTERNATIVE SOLUTIONS

1. Be sure to generate all possible alternatives before evaluating them.

2. Brainstorming may be helpful here.

STEP FOUR: PIN DOWN THE DETAILS

Who will do what, how, when, where, and with whom?

STEP FIVE: EVALUATE THE SOLUTION

1. Will it really solve the problem?

2. Will it create any new problems?

STEP SIX: IMPLEMENT THE SOLUTION

STEP SEVEN: EVALUATE THE RESULTS AND MAKE APPROPRIATE CHANGES

NOTE: Depending on the particular people and the particular problem some of the above steps may need to be particularly emphasized while others may be deemphasized or even eliminated.

TECHNICAL ASSISTANCE PROGRAM
OFFICE OF SCHOOL INTEGRATION SERVICES
STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

School Community Relations Seminar

Participant's Form

Group A, Room: _____
Recorder -
Facilitator -
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Group B, Room: _____
Recorder -
Facilitator -
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Group C, Room: _____
Recorder -
Facilitator -
1.
2.
3.
4.
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10.
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12.
13.
14.
15.

Group D, Room: _____
Recorder -
Facilitator -
1.
2.
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4.
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10.
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12.
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15.

Group E, Room: _____
Recorder -
Facilitator -
1.
2.
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11.
12.
13.
14.
15.

Group F, Room: _____
Recorder -
Facilitator -
1.
2.
3.
4.
5.
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9.
10.
11.
12.
13.
14.
15.

TENTATIVE PARTICIPANTS OUTLINE FOR WORKSHOP

SCHOOL/COMMUNITY RELATIONS

FOCUS:

_____ Date

_____ Time

_____ _____ Greetings and Remarks _____ Minutes

_____ _____ Introduction of Guests

Welcome _____

Introduction of Staff

Task _____ Why we are here _____ "The high and low points related to the implementation of School Community/School Relations plan."

"The changes needed for successful implementation of effective School Community Relations."

_____ _____ Community meeting - 1

_____ Date

_____ _____ Small Group Sessions-1 "Community School Partnership"

"Cultural Awareness"

"Interpersonal Relationships"

"Cultural Barriers"

"Semanties Barriers"

"Positive Self Image"

"Student Involvement"

"Ethnic Conflicts"

"Discipline"

"Information Center"

"School/Community Relations"

"Advisory Committees"

"Alternative Programs"

_____ _____ Community meeting - 2 _____

_____ Date

_____ _____ Small Group Sessions - 2 _____ "If I Were ..."

"Problem-solving Techniques"

"Conflict Resolution"

"Psychological, Economical, Sociological and Aspects of School Community Relations, Safety and Transportation

_____ _____ Community meeting - 3 _____

_____ Date

_____ _____ Small Group Sessions - 3 _____ "Problem-solving Techniques"

"Conflict Resolution"

"Action Plans"

_____ _____ Community meeting - 4

_____ _____ Small Group Sessions - 4 _____ "Action Plans _____ Completed"

"Evaluation"

_____ _____ Community Meeting - 5 _____

Closure

TENTATIVE FACILITATOR'S OUTLINE FOR WORKSHOP

SCHOOL/COMMUNITY RELATIONS

FOCUS:

_____ Date

_____ Time

_____ _____ Greetings and Remarks _____ Minutes

_____ _____ Introduction of Guests

Welcome _____

Introduction of Staff

Task _____ Why we are here _____ "The high and low points related to the implementation of School Community/School Relations plans." "The changes needed for successful implementation of effective School Community Relations."

_____ _____ Community meeting - 1

_____ Date

_____ _____ Small Group Sessions - 1 "Community School Partnership"

"Cultural Awareness"

"Interpersonal Relationships"

"Cultural Barriers"

"Semanties Barriers"

"Positive Self Image"

"Student Involvement"

"Ethnic Conflicts"

"Discipline"

"Information Center"

SMALL DISCUSSION GROUP SESSIONS

1. Individual Introduction, _____ minutes.
2. Listening Triads and Processing, _____ minutes.
3. Brief Lecturette Focusing on Goals of Workshop and Task, _____ minutes.
4. Group response and discussion, _____ minutes.
5. BRAINSTORM: _____ minutes

   What are the high points in the _____ school community process related to implementation of the school community relations plan?

   What are the low points?
6. BRAINSTORM: _____ minutes

   What changes do you feel are needed in _____ _____ schools to improve/develop ethnic conflicts in the implementation of the school community relations plan?
7. VERBAL EVALUATION:

   High and low points of the session. _____

   Report-out: concerns, priorities _____

   Post-session - staff _____

   Post-session

   Community meeting - 2 _____ announcements, questions, remarks.

_____ _____ SMALL GROUP SESSIONS[2]

1. Community-school partnership, _____Minutes
   a. Advisory councils role, formation
   b. Monitors, volunteers role
   c. Ethnic barriers
   d. Cultural barriers
   e. Interpersonal relationships
   f. Student involvement, parent involvement

_____ _____ 2. BRAINSTORM: _____Minutes
   a. What procedures can be set up whereby school-community relations can be improved?
   b. How can the community be involved to resolve ethnic conflicts/improve existing programs?
   c. What procedures can be set up whereby students can aid the resolution in ethnic conflict?
   d. What procedures can be set up to involve all students in school sponsored activities? Eliminate ethnic conflicts in student activities - improved achievement and skills of all students.

_____ _____ 3. BRAINSTORM: _____Minutes

In what ways do parents, administration, students community people, teachers and paraprofessionals need each other in resolving school problems? How can all groups help each other? (The idea here is the only way to resolve problems is through mutual trust, communication,

acceptance of each person as an equal).

_____ _____ 4. BRAINSTORM: _____Minutes

*What procedures should be set up to identify and clarify community needs?

*How can a system be established priorities in the schools and community?

*How can a system be developed for assessing and evaluating school-community activities?

_____ _____ 5. VERBAL EVALUATION

_____ _____ 6. REVIEW OF SESSION _____ Written

Community meeting - 3 _____report _____out: focus on significan concerns, group interaction, and priorities of discussions.

_____ _____ 7. Post - sessions.

_____ Date

_____ _____ Pre-session - 3

_____ _____ Small Group Session - 3

1. Changes. "Interaction Analysis", _____Minutes

_____ _____ 2. Listening Traids and Processing _____,_____

_____ _____ 3. Discussion __ _____, _____Minutes

a. If I were teacher _____

b. If I were principal___ _____

c. If I were student_____

d. If I were monitor_____

e. If I were parent_____

f. If I were other community people_____

g. If I were superintendent _____

_____ _____ 5. Problem solving techniques _____

Conflict prevention techniques.

a. Planning Process* _____, _____minutes.

b. Force Field Analysis*.

c. Tutorial Program*.

d. Interaction Analysis*.

e. Alternatives Curriculum and Instructional Designs

f. Multiethnic/multicultural Advisory Instruction

g. Human Relations and Integroup Workshop.

h. Safety and Transportation.

_____ _____ 6. Home work or group assignment _____, _____ minutes

_____ _____ study materials and be ready to define a major problem.

_____ _____ 7. Report out _____

_____ _____ 8. Prepare presentation for final session, _____ minutes

(THE MAJOR PART OF THE WORK WILL BE COMPLETED IN THE NEXT SMALL GROUP SESSION*).

_____ _____ 9. Evaluation _____ written (sheet in folders*)

_____ _____ 10. Community session - 4

_____ Date

_____ _____ Pre-session - 4

_____ _____ Small Group Session - 4

_____ _____ 1. Blind Walk and Procession _____ minutes

_____ _____ 2. Problem solving techniques and skills _____ minutes.

_____ _____ Pre-session[4]

_____ _____ Small Group Session[4]

_____ _____ 1. Blind Walk and Procession _____Minutes

_____ _____ 2. Problem Solving Techniques and Skills _____ Minutes

_____ _____ 3. Definition of Problem Development of Action Plans

(DIVIDE IN TWO GROUPS FOR THIS ACTIVITY).

_____ _____ 4. Work on final presentation, _____Minutes*

_____ _____ 5. Report _____ out

_____ _____ 6. Verbal Evaluation

_____ _____ 7. Community meeting - 5

_____ Date

_____ _____ Pre-session[5]

_____ _____ Small Group Session[5]

_____ _____ 1. Outside Activity and Procession _____to_____ Minutes

2. Action Plan Completed (written form, _____ to _____Minutes

_____ _____ 3. Alternative - presentation or skit, _____ Minutes.

_____ _____ 4. Review of Workshop _____Minutes

5. Evaluation _____written_____Minutes

_____ _____ 6. Small Group Closure _____Minutes

_____ _____ Community meeting (_____-_____Minutes)

1. Remarks

2. Closure

_____ _____ Post-session

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